

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	May 1, 2015, to July 29, 2016	Place date stamp here: NOGA ID: 15-110-09 12/16/2014 10:09 AM TEA
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
ki education foundation	105803	Ki Charter Academy	
Vendor ID # 462295875 462295875	ESC Region # 13	US Congressional District # 5	DUNS # 071842333
Mailing address	City	State	ZIP Code
194 Cazador Drive	San Marcos	TX	78666-5086

Primary Contact

First name	M.I.	Last name	Title
Christopher	T	Allison	Project Manager
Telephone #	Email address		FAX #
2104103661	jcrallison@aol.com		

Secondary Contact

First name	M.I.	Last name	Title
Philip		Muzzy	Project Coordinator
Telephone #	Email address		FAX #
5127571606	Philip.muzzy@yahoo.com		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Lura	L	Davidson	Board president
Telephone #	Email address		FAX #
2103261390	davidsonlura@hotmail.com		
Signature (blue ink preferred)		Date signed	

Lura Davidson
Only the legally responsible party may sign this application.

12DEC14

701-15-101-010

Schedule #1—General Information(cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ki Charter Academy is applying for a 2015-2016 Charter Start-Up Grant so that it may educate students who reside at Texas' largest Residential Facility in San Marcos, Texas. These children can be adjudicated, sentenced, placed or referred to the facility from every district in Texas. The students are 100% at-risk, historically 70% special education, and have demonstrated a mobility rate often times greater than 400%. This population is the most difficult to educate in the State of Texas and requires resources and supports that may not be available in a traditional local education agency. For example, residential facilities are mandated by the State of Texas to maintain a classroom student to teacher/adult ratio of 1:5. We will serve a maximum of 220 students, in grades 1-12 beginning in the 2015-2016 academic year.

The instructional school day is from 8:00am through 4:00pm, Monday through Friday. Ki Charter Academy will use 7 instructional periods of 50 minutes each with a 3 minute passing period. This schedule provides for 350 minutes of instruction per day and 1750 per week. The schedule will include four core courses and three electives. The grant would support the project manager and administration during the implementation phase, as well as provide the charter school opportunities to hire and provide professional development training for teachers and support staff, implement PEIMS, financial software management and training, one time start-up equipment purchases, and curriculum planning and development.

The goals of the grant relate to the demonstrated goals of the campus in the following ways:

Professional development training for teachers and support staff

- We will provide professional development for teachers and support staff in areas such as; teaching in multi-subject and multi-age classrooms, crisis prevention and intervention (CPI), positive behavior intervention and supports (PBIS); as well as how best to educate and interact with students that are diagnosed with having special needs such as autism spectrum disorder (ASD), emotionally disturbed (ED), fetal-alcohol disorder (FAD), post-traumatic stress disorder (PTSD), attention deficit disorder (ADD) and intellectual disability (ID).

Student Data Management Software and PEIMS training

- We will ensure support staff are trained on the PEIMS data collection system for uniform and consistent use of coding for financial and performance reporting.

Financial management software and training

- We will purchase JR3 software and contract services

Provide one time start-up equipment purchases

- Items such as technology (student, teacher and support staff), specialized and traditional furniture, and physical education materials.

Support school project manager, project coordinator and administration during the planning phase

- Payroll will be used to fund the project manager, project coordinator, lead teachers, administration and support staff during the implementation phase and ensure systems and procedures are in place for the 2015-2016 school year.

Curriculum planning, development and purchase of Response to Intervention programs

- The addition of embedded Social and Emotional Learning (SEL) competencies within the curriculum will build character and values.
- We will provide the READ 180/System 44 and MATH 180 remediation programs as response to intervention (RTI). These TEKS-aligned programs are proven, individualized, data driven, and provide differentiated instruction.
- We will expose students to post-secondary career paths with a customized exploratory STEM laboratory as part of their science lab credit.
- Provide the Edmentum online learning program

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To develop the budget we assessed the needs for the charter school such as task organization, payroll for personnel during the implementation phase, logistical supplies, materials and programs for the school. The board of directors designed the needs assessment process, the project manager determines efficacy and the project coordinator determines when and how the process needs to be updated or changed.

The Management Plan for the grant program includes:

May 1st - Project manager and project coordinator

June 1st - Special education director, assistant principal

July 1st - Superintendent, two LSSP's, case manager, two registrars/PEIMS, two lead teachers

The board of directors will oversee and ensure that the management plan receives consistent, high-quality management throughout the process.

The program has been created with the help of the Texas Charter School Association's Task Matrix for opening a charter school, and will consistently be evaluated by the project manager and project coordinator through weekly evaluations of progress, as well as monthly board meetings. The project manager is responsible for communicating and updating the board on the programs progress.

Ki Charter Academy as a TEC, Subchapter D, Open-Enrollment Charter School designated by the commissioner of education for the 2015-16 school year completely and accurately answers all statutory requirements as follows:

Responses to statutory requirements:

- Ki Charter Academy's school leadership and management team will play an ongoing and substantial role in school development and governance, as well as share responsibility for the school's educational success. Both the leadership and management team will report to Ki Charter Academy's board of directors. The board will play an ongoing and substantial role in school development and governance, as well as share responsibility for the school's educational success.
- Ki Charter Academy's primary source of funding after the start-up grant has expired will be the per-pupil allocation from Texas. During the 2015-2016 academic school year, the per-pupil allocation from Texas will be based on an enrollment estimated to be 200 students in grades 1-12. Ki Charter Academy will seek additional funds for instructional activities through grant opportunities from State and Federal Sources.
- Ki Charter Academy has not requested any waivers of Federal statutory or regulatory provisions or of State or local rules.
- Ki Charter Academy will use all start-up grant funds to provide financial assistance for the planning, program design, and initial implementation of the charter school.
- Ki Charter Academy is a Subchapter D, open-enrollment charter school, authorized by the Texas Commissioner of Education under the Generation 19 charter application process on August 20th, 2014. Ki Charter Academy is its own Local Education Agency (LEA). Ki Charter Academy will comply with all state policies and laws consistent with the Individuals with Disabilities Education Act (IDEA). State Calculated Minimum Per-Pupil Allocations will be used to fund and provide additional resources and supports for these students.

Ki Charter Academy will identify students that previously received special education services within 10 days of enrollment. This will be constituted through an initial individual education plan meeting. For those students who have received special education services at their previous school district, we will mirror services and supports for the entire time the student is at our charter school. Following the initial (IEP) meeting, during the initial 30 days our instructional staff will collect data on levels of academic achievement, goals, supplementary aides, extent of non-participation, and progress towards annual goals. Within these 30 days an Individualized Educational Plan (IEP) meeting will be held to develop the students IEP. The team will consist of a general education teacher, special education teacher, administrator, licensed specialist in school psychology (LSSP), parent/guardian, and child (when appropriate). Students who receive 504 services in their previous district will also have their services matched. We will work with these students on an individual basis by monitoring and tracking their class's daily. School personnel will monitor student progress in all academic areas. Data will be reviewed and analyzed to ascertain appropriate services and accommodations needed for the student to be successful within the curriculum. Students identified as Gifted and Talented (GT) will be provided opportunities throughout the day to work on high rigor assignments and projects, as well as computer-based accelerated instruction. Ki Charter Academy will educate

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$151,910		\$151,910
Schedule #8	Professional and Contracted Services (6200)	6200	\$71,045	\$219,000	\$290,045
Schedule #9	Supplies and Materials (6300)	6300	\$12,595	\$30,000	\$42,595
Schedule #10	Other Operating Costs (6400)	6400			
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$216,450	\$99,000	\$315,450
Grand total of budgeted costs (add all entries in each column):			\$451,905	\$348,000	\$800,000

664454

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)							
County-district number or vendor ID: 105803					Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementa-tion Costs	TOTAL Payroll Budgeted
Academic/Instructional							
1	Lead Teacher		2		\$9,831	\$	\$9,831
2	Educational aide				\$	\$	\$
3	Tutor				\$	\$	\$
Program Management and Administration							
4	Project Manager		1		\$23,656	\$	\$23,656
5	Project coordinator		1		\$23,656	\$	\$23,656
6	Teacher facilitator				\$	\$	\$
7	Teacher supervisor				\$	\$	\$
8	Secretary/administrative assistant		2		\$11,468	\$	\$11,468
9	Data entry clerk – Case Manager		1		\$5,734	\$	\$5,734
10	Grant accountant/bookkeeper				\$	\$	\$
11	Evaluator/evaluation specialist				\$	\$	\$
Auxiliary							
12	Counselor				\$	\$	\$
13	Social worker - LSSP		2		\$17,205	\$	\$17,205
14	Community liaison/parent coordinator				\$	\$	\$
Other Employee Positions							
15	School Director		1		\$12,960	\$	\$12,960
16	Special Education Director		1		\$16,898	\$	\$16,898
17	Assistant Principal		1		\$10,753	\$	\$10,753
18	Subtotal employee costs:				\$132,161	\$	\$132,161
Substitute, Extra-Duty Pay, Benefits Costs							
19	6112	Substitute pay			\$	\$	\$
20	6119	Professional staff extra-duty pay			\$	\$	\$
21	6121	Support staff extra-duty pay			\$	\$	\$
22	6140	Employee benefits			\$19,749	\$	\$19,749
23	61XX	Tuition remission (IHEs only)			\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$151,910	\$	\$151,910

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implementation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land	\$		\$	
	Specify purpose:				
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	
	Specify purpose:				
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implementation	TOTAL Budgeted
1	LESS THAN \$10,000				
2	Special Populations (professional development)	<input type="checkbox"/>	\$1,000	\$7,000	\$8,000
3	Differentiated Instruction (professional development)	<input type="checkbox"/>	\$1,000	\$4,000	\$5,000
4	Curriculum and Instruction (professional development)	<input type="checkbox"/>	\$1,000	\$7,000	\$8,000
5	CPI (professional development)	<input type="checkbox"/>	\$1,000	\$6,000	\$7,000
6	Social and Emotional Learning (professional development)	<input type="checkbox"/>	\$1,000	\$7,000	\$8,000
7	F.A.C.E.S Curriculum and PBIS Program (PD)	<input type="checkbox"/>	\$500	\$8,000	\$8,500
8	Edmentum Program	<input type="checkbox"/>	\$7,500	\$0	\$7,500
9	ESPED Program	<input type="checkbox"/>	\$8,000	\$0	\$8,000
10	STAR Renaissance	<input type="checkbox"/>	\$10,000	\$0	\$10,000
11	GREATER THAN \$10,000				
12	PITSCO STEM Curriculum	<input type="checkbox"/>	\$10,000	\$55,000	\$65,000
13	Read180/System 44/Math 180 RTI Curriculum	<input type="checkbox"/>	\$15,045	\$50,000	\$65,045
14	WebSmart Program	<input type="checkbox"/>	\$15,000	\$75,000	\$90,000
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$31,000	\$39,000	\$70,000
a. Subtotal of professional and contracted services requiring specific approval:			\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$71,045	\$219,000	\$290,045
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:					
(Sum of lines a, b, and c) Grand total			\$71,045	\$219,000	\$290,045

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized								
#	Type	Purpose	Quantity	Unit Cost	Planning	Implementa- tion	TOTAL Amount Budgeted	
1	PE supplies	Fully furnish PE Department and Gym	Numerous	\$100-3,500	\$12,595	\$30,000	\$42,595	
2	Clocks	Wall clocks and Timers	25	\$100				
3								
4								
5								
6								
7								
8								
9								
10								
6399	Technology software—Not capitalized				\$	\$	\$	
6399	Supplies and materials associated with advisory council or committee				\$	\$	\$	
Subtotal supplies and materials requiring specific approval:					\$	\$	\$	
	Remaining 6300—Supplies and materials that do not require specific approval:				\$12,595	\$30,000	\$42,595	
Grand total:						\$42,595		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 105803		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$	\$	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
6	Computers and Docking Stations-Student and Faculty	88	\$800-1200	\$75,000	\$0	\$75,000
7	Teacher and Admin Printers	23	\$200-500	\$3,700	\$3,000	\$6,700
8	Copier/Fax/Printer combo	2	\$3,000	\$6,000	\$	\$6,000
9	Smart Boards and accessories	20	\$4,000	\$20,000	\$60,000	\$80,000
10	Phones	30	\$100	\$3,000	\$	\$3,000
11			\$	\$	\$	\$
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX/15XX—Technology software, capitalized						
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles						
23	Student Tables/Desks/Chairs	235	\$25-750	\$64,875	\$30,000	\$94,875
24	Computer tables and chairs	21 (42)	\$50-250	\$6,050	\$	\$6,050
25	Teacher desks and chairs	18 (36)	\$250-400	\$18,000	\$	\$18,000
26	File cabinets and lockers	26 (6)	\$100-200	\$3,300	\$3,000	\$6,300
27	Reception and Office Furniture	12	\$100-150	\$1,750		\$1,750
28	Book cases	12	\$200	\$2,400	\$	\$2,400
29	Admin/Staff desk, chairs and workstations	11	\$250-1,250	\$10,000	\$2,000	\$12,000
30	Conference table and chairs	2 (12)	\$125-750	\$2,375	\$1,000	\$3,375
31					\$	
32					\$	
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
36			\$	\$	\$	\$
37			\$	\$	\$	\$
38			\$	\$	\$	\$
39			\$	\$	\$	\$
Grand total:				\$216,450	\$99,000	\$315,450

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ki Charter Academy stakeholders began the identification of needs process for this specific population as early as 2006. Methods used to assess needs include:

- Formal and informal teacher and Instructional Assistant observations of this specific residential facility population from years 2006-2012.
- Formal interviews and informal conversations with Dr. Schmidt, CEO of the San Marcos Treatment Center.
- Through research and collaboration with the Texas State University Education Department.
- Review of local education agencies that provide educational services to Residential Treatment Facilities.
- Formal interviews and informal conversations with administrators and teachers that have provided educational services to Residential Facility students.
- Training sessions, formal interviews and informal conversations with the Texas Charter School Association Training Services.
- Collaboration with the Texas Scholastic curriculum and PITSCO curriculum representatives.

We identified and prioritized project needs based on observations, research, formal interviews and informal conversations. The following critical priority needs were identified:

- Exposing students that often demonstrate high-mobility in a residential facility to post-secondary career paths through an exploratory STEM program.
- Improving behaviors and building character throughout the school day.
- Providing response to intervention (RTI) programs that have been shown to be successful in similar environments.
- Supporting teachers to ensure that they are prepared to teach in such a challenging environment.
- Minimizing and/or eliminating child weight gain caused by prescribed medications while in residential care.
- Funding and supporting the project manager, project coordinator, lead teachers, administration and support staff during the implementation phase.
- Providing technology to drive instruction and engage student learning.
- Collaborating with partners such as Texas State University, Texas Charter School Association, and San Marcos Consolidated Independent School District to provide the best quality education for residential care students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Management plan and personnel during the implementation phase	A phased in hiring of a project manager, project coordinator, school director, LSSP's, special education director, case worker, and assistant principal during the implementation phase.
2.	Professional development and training for teachers	Provide professional development: <ul style="list-style-type: none"> • Special populations PD to include specific disability/disorder training • Curriculum and Instruction PD • Crisis Prevention Intervention PD • Positive Behavior Intervention and supports PD • Social and Emotional Learning PD
3.	Curriculum and Instructional Programs (non-consumable)	Purchase curriculum (non-consumable) to include: <ul style="list-style-type: none"> • RTI programs • PITSCO curriculum • Social and Emotional curriculum • Hardware and software for all curriculum
4.	School infrastructure, specialty and logistical supplies and materials	Purchasing of teacher desks, support staff furniture, phones, teacher printers, copy machines, technology, stand-biased school desks, specialty desks, foot fidget foot rests
5.	Financial Management software and training	Purchase JR3 software, contract services and provide training

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Schedule #14—Management Plan

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Manager	Bachelor's Degree, minimum five years operations and compliance experience
2.	Project Coordinator	Master's Degree or enrolled, three years classroom experience, Principal Certification or enrolled in a Principals Certification Program.
3.	Assistant Principal	Master's Degree or enrolled, three years classroom experience, Principal Certification or enrolled in a Principals Certification Program.
4.	School Director	Master's Degree, Principal Certification, certified Professional Development and Appraisal (PDAS) appraiser. Three years of special education experience, three years successful administrative experience
5.	Special Education Director	Master's Degree, minimum five years' experience in special education

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Policies and Procedures	1. Develop Admin Procedures	03/01/2015	06/01/2015
		2. Personnel Handbook	03/01/2015	06/01/2015
		3. Adopt board policies	03/01/2015	06/01/2015
		4. Campus Action Plan/Needs Assessment	03/01/2015	06/01/2015
		5. Plans for school performance reviews	03/01/2015	06/01/2015
2.	Identify and Hire Personnel	1. Identify and hire implementation staff/key leaders	10/01/2014	08/01/2015
		2. Start key leaders and full-time positions	05/01/2015	08/01/2015
		3. Publish and interviews available positions	03/01/2014	08/01/2015
		4. Select staff and assign positions	05/01/2014	08/01/2015
		5.		
3.	Curriculum Development	1. Develop instructional philosophy/Instructional plan	10/01/2014	05/01/2015
		2. Diagnostic, formative and summative assessments	02/01/2015	07/01/2015
		3. Develop, select, design and evaluate curriculum	02/01/2015	Ongoing
		4. Determine lesson plan submission and Review schedules	05/01/2015	07/01/2015
		5. Develop classroom observation tools and schedules	04/01/2015	06/01/2015
4.	Professional Development	1. Develop a plan for acculturation and onboarding	06/01/2015	07/01/2015
		2. Staff training and curriculum content	06/01/2015	Ongoing
		3. Develop training on personnel handbook	06/01/2015	08/01/2015
		4. RF specific disorders professional development	06/01/2015	Ongoing
		5. Individual professional development planning	06/01/2015	Ongoing
5.	Fiscal Management	1. Set-up depository contract/Apply TEASE account	01/01/2015	05/01/2015
		2. Develop a system for managing hiring process/payroll and benefits	03/01/2015	06/01/2015
		3. Set-up and select financial accounting software	03/01/2015	06/01/2015
		4. Develop accounting process and procedures	03/01/2015	06/01/2015
		5. Set-up account codes modify reports	04/01/2015	06/01/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The attainment of goals and objectives of the project are being monitored by the project manager and project coordinator. Tools used to monitor include the TCSA Charter School Task Matrix, as well as internal time-lines and task-lists. The project manager and project coordinator both report monthly to the board of directors on progress and critical deadlines. Any changes to the project will be communicated to administrative staff, teachers, students, parents and members of the community weekly, monthly, and semi-annually.

Weekly

The project manager, project coordinator, lead teachers, administrators, and support staff will communicate about attainment and goal objectives on a weekly basis. Meetings will be held to adjust goals and objectives as needed. Project management software, such as Projectmates, will also be utilized to designate and monitor tasks. Faculty and staff will communicate with students, parents, family and guardians as appropriate.

Monthly

The project manager and project coordinator will meet with the board of directors on a monthly basis to communicate progress and adjust project activities, time-lines and task-lists. Teachers and support staff will be scheduled to participate in professional development.

Semi-annually

The Project Manager will complete TEA evaluation reports and report results to the Ki Charter Academy community via board meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are no existing efforts that are similar or related to the planned project.

To coordinate efforts to maximize effectiveness of grant funds we will monitor this project with both quantitative and qualitative instruments.

- Quantitative instruments: AIES data, sign-in sheets, registration forms, PEIMS data, student achievement data, surveys and teacher and administrator observation.
- Qualitative instruments: Teacher and administrator observations, program participant feedback forms, surveys and interviews

We will ensure that all project participants remain committed to the project's success by:

- Using project management software, such as Projectmates, to monitor progress, and continue oversight
- Meeting frequently with stakeholders to communicate and collaborate
- Providing motivational team building activities and exercises

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Schedule #15—Project Evaluation

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys, inventory reports	1.	At least 80% of students will participate and complete state assessments and district benchmarks
		2.	100% of all teachers have access to a laptop, smart board projector, and printer in their classrooms
		3.	100% of PE classes have sufficient inventory
2.	Observations and Field Notes	1.	100% teachers observed weekly
		2.	100% of administrators observed monthly
		3.	100% of instructional assistants observed weekly
3.	Performance assessments	1.	100% of teachers will be formatively evaluated weekly
		2.	100% of teachers will be summatively evaluated bi-annually
		3.	100% of evaluations will drive campus needs
4.	Lesson plans	1.	At least 80% of all teachers use technology during instruction weekly
		2.	100% of all teachers include district SEL competencies weekly
		3.	100% of all teachers are using differentiating instruction
5.	Sign-in Sheets	1.	100% of teachers and instructional assistants participate in at least 80 hours of PD to include teaching special populations, curriculum and instruction, differentiated instruction, multi-age and multi-subject classroom instruction
		2.	100% of teachers trained in data collection to drive instruction
		3.	100% of teachers attending faculty trainings

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project manager is responsible for the collection of data used to examine the effectiveness of project strategies.

- **Surveys and Inventory Reports:** These will be conducted to determine that teachers are provided with technology and inventories that the project calls for.
- **Observations and Field Notes:** The project manager and administration will conduct observations to note changes to the project, patterns of behavior or unexpected features that develop over time. Times and dates will be kept as well as any external conditions that may impact the project
- **Performance Assessments:** All stakeholders' performance will be assessed continuously throughout the project for quality control purposes. If a stakeholder is not performing to standard, a mentor and/or growth plan will be assigned.
- **Lesson Plans:** Curriculum development and quality will be evaluated through data collected from teacher lesson plans. Lesson plans to include SEL competencies and proper grade level TEKS are required to be approved by administration. Any lesson plans that are not to standard will be rewritten with guidance and collaboration of a lead teacher or administrator.
- **Sign-in Sheets:** Professional Development and training participation will be monitored through the use of sign-in sheets. Those that are absent or tardy for PD and trainings will be required to attend a make-up session determined by the project manager or administration.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ki Charter Academy is a Subchapter D, open-enrollment charter school, authorized by the Texas Commissioner of Education under the Generation 19 charter application process on August 20th, 2014. Ki Charter Academy is its own Local Education Agency (LEA).

The board and superintendent will seek guidance from Texas Education Agency (TEA), and the Texas Charter School Association (TCSA) to ensure all reports are filed on time, and state and federal requirements are adhered to.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 105803	Amendment # (for amendments only):
Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired. Note: All applicants must address this statutory requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	

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Ki Charter Academy's primary source of funding after the start-up grant has expired will be the per-pupil allocation from Texas.

The per-pupil allocation for the 2015 - 2016 school year will be based on an enrollment estimated to be 200 students in grades 1-12. The 200 student's estimation is consistent with historical data obtained from the Residential Facility during the 2014-2015 academic school year.

Ki Charter Academy will in the future seek additional funds for instructional activities through grant opportunities from State and Federal Sources.

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County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ki Charter Academy has not requested any waivers of Federal statutory or regulatory provisions or of State or local rules.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ki Charter Academy will use all Start-up grant funds to meet the intended purposes and goals to provide financial assistance for the planning, program design, and initial implementation of:

Hire Staff for initial implementation

- Staff will be hired and trained to help plan and design the educational program
- Historically the residential facility has a 70% special education population and a mobility rate of up to 400% annually. We will employ two full-time LSSP's with the addition of a special education director that will also provide 30% LSSP duties.

Professional Development of Charter School teachers and staff

Teachers and staff will need continuous and ongoing professional development to increase student achievement with the residential special population of students.

- We will hire Region 13, Texas State University and other contracted service providers to train teachers and staff in topics such as teaching in a multi-age and multi-subject classroom, integrating technology into the classroom; educating special populations who are diagnosed with disorders such as Post traumatic stress disorder (PTSD), Autism spectrum disorder (ASD), Attention Deficit Disorder ADD, and Attention Deficit hyperactive Disorder (ADHD).

Financial Management software and training

Purchase JR3 software, contract services and provide training.

Start-up equipment for initial implementation

Part of Ki Charter Academy's innovation is providing equipment that is intended to specifically help this special needs population be successful.

- Smart board technology will assist teachers in providing instructional material that will keep students engaged.
- Stand-biased desks and other specialty desks are intended to help with childhood obesity that is often displayed due to prescription of treatment facility medications, as well as help with the problem of sleeping in the classroom that often happens during the adjustment phase of medications.
- PE equipment must be purchased

Curriculum design, supplies and materials for initial implementation (non-consumable)

Students admitted to an RF have often displayed poor judgment in the past or have had limited opportunities to become well-rounded individuals.

- We will provide 9 Social and Emotional competencies that will be imbedded throughout curriculum in scope and sequence to provide character building,
- We have a limited amount of time with our students, so proven Response to Intervention programs such as Read180/System44 and Math180 are essential to assess present levels of performance and move students forward with the addition of frequent assessments.
- We have partnered with PITSCO Curriculum to offer our students an exploratory STEM program to expose them to post-secondary opportunities.

At this time no other funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ki Charter Academy will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act (IDEA). Students will be provided with a free appropriate public education (FAPE) in the least restrictive environment (LRE) that is appropriate to the individual student's needs. State Calculated Minimum Per-Pupil Allocations will be used to fund and provide additional resources and supports for these students.

Ki Charter Academy will identify students that previously received special education services within 10 days of enrollment. This will be constituted through an initial individual education plan meeting. For those students who have received special education services at their previous school district, we will mirror services and supports for the entire time the student is at our charter school. Following the initial (IEP) meeting, during the initial 30 days our instructional staff will collect data on levels of academic achievement, goals, supplementary aides, extent of non-participation, and progress towards annual goals. Within these 30 days an Individualized Educational Plan (IEP) meeting will be held to develop the students IEP. The team will consist of a general education teacher, special education teacher, administrator, licensed specialist in school psychology (LSSP), parent/guardian, and child (when appropriate). Students who receive 504 services in their previous district will also have their services matched. We will work with these students on an individual basis by monitoring and tracking their classes daily. School personnel will monitor student progress in all academic areas. Data will be reviewed and analyzed to ascertain appropriate services and accommodations needed for the student to be successful within the curriculum. Students identified as Gifted and Talented (GT) will be provided opportunities throughout the day to work on high rigor assignments and projects, as well as computer-based accelerated instruction. Ki Charter Academy will educate students using a blend of audio, visual and kinesthetic learning styles to ensure specific needs are served and will provide additional supports through the use of intimate, individualized, and tailored instruction. English as second language (ELL) students will be taught by teachers who are ESL certified, and they will participate in the Texas English Language Assessment System (TELPAS) yearly to monitor their growth.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Ki Charter Academy is not a Subchapter C, Campus Charter Applicant

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**
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Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 105803

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	0	0	1	8	6	13	23	13	26	26	44	24	11	5	200
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															
Total Staff															51
Total Parents															300
Total Families															100
Total Campuses															1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	0	0	1	8	6	13	23	13	26	26	44	24	11	5	200
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															
Total Staff															51
Total Parents															300
Total Families															100
Total Campuses															1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 105803

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 105803

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Risk of Student Self Abuse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Provide training			
Z99	Post-secondary transition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Post-secondary transition planning			
Z99	Bully prevention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Social and emotional learning competencies embedded in scope and sequence			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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